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ABSTRACT

This manual is designed for professional development of both new and experienced Florida adult educators by providing them with insight into general characteristics of learning disabilities in adults. It is one of three manuals developed to supplement a previous series of professional development manuals. Each of its five units consist of some or all of the following components: objectives; informational material; and check of understanding. Unit topics are as follows: (1) overview of learning disabilities; (2) assessment criteria and procedures, including the importance of both formal diagnoses and informal assessment; (3) instructional strategies and environmental accommodations; (4) advocacy, with an overview of legislation; and (5) literacy completion points, which define the Florida 1998 Workforce Development legislation that mandates documentation of student progress and describes the monitoring process. Appendixes include an academic assessment instrument for literacy students; answer keys for the unit checks; instructor comprehensive assessment of material in this manual and answer key; names and addresses of 6 professional organizations; 8 organizational information resources; 32 references; and evaluation form. (YLB)

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A Guide for Instructors

WORKING WITH ADULTS WITH LEARNING DISABILITIES IN ADULT EDUCATION PROGRAMS

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A Guide for Instructors

WORKING WITH ADULTS WITH LEARNING DISABILITIES IN ADULT EDUCATION PROGRAMS

Florida Community College at Jacksonville
Program Development
Quality Professional Development Project 1999

JANICE SEABROOKS, Ph.D.

QUALITY PROFESSIONAL DEVELOPMENT PROJECT 1999

FLORIDA COMMUNITY COLLEGE
AT JACKSONVILLE
PROGRAM DEVELOPMENT DEPARTMENT

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Quality Professional Development Project 1999

A GUIDE FOR INSTRUCTORS WORKING WITH ADULTS WITH LEARNING DISABILITIES IN ADULT EDUCATION PROGRAMS

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FOREWORD

There have been some alarmingly high estimates of adults with learning disabilities in various educational and workplace training environments. Among adult educators, there is a growing awareness that many of the students in their programs are experiencing learning difficulties far beyond those they are familiar with and experienced to handle. This manual, *A Guide for Instructors with Adults with Learning Disabilities in Adult Education Programs,* and its accompanying video were developed to provide insight to both new and experienced adult educators of general characteristics of learning disabilities in adults. Additionally, instructional techniques and accommodations are provided that can be effective in helping students who have not been identified with learning disabilities, but who are experiencing learning difficulties, be successful in their programs.

UNIT I: Overview of Learning Disabilities is designed to heighten awareness of some general characteristics of adults with learning disabilities. This unit emphasizes the heterogeneity of the population of adults with learning disabilities, while highlighting the prevalence rates of these individuals attending two and four-year colleges and universities. It also includes a list of behaviors that indicate a possible learning disability.

UNIT II: Assessment Criteria and Procedures discusses the importance of formal diagnoses of learning disabilities and the best practices for identification. A critical focus of this unit is to stress that adult educators are on the front line for noticing difficulties students experience, but that those learning difficulties **may not** necessarily be identified as learning disabilities. Therefore, informal assessment can assist the instructor in providing learning activities that would better meet a student's learning needs, whether identified or suspected of being learning disabled.

UNIT III: Instructional Strategies is a unit rich with techniques and accommodations that can easily be incorporated in an adult education program of students with diverse learning needs. Examples range from academic to environmental considerations that can enhance student learning. A critical outcome for the approaches used in this unit is the empowerment of the student in taking charge of his or her own learning.

UNIT IV: Advocacy addresses a critical factor in students' success in managing their own learning and quality of life. This unit provides an overview of important legislation that specifically address individuals with disabilities participating in education programs. Knowing and understanding the legislative supports in place, and providing environments that nurture the development of fundamental skills of adults with disabilities to advocate for themselves are key features of this unit.

UNIT V: Literacy Completion Points defines the Florida 1998 Workforce Development legislation that mandates documentation of student progress in adult education programs and describes the monitoring process in compliance with the mandate.

Your experience as an adult educator has introduced you to a number of students whose learning needs have been truly unique. You have sometimes felt challenged and uncertain if your teaching skills have assisted students to meet their greatest potential. The intention of this manual and accompanying video is to add one more tool to your resource file of information and instructional techniques that will address a broader range of students' learning needs. Whether these students are identified as having learning disabilities or not, you want to provide them with information and proven instructional strategies that empower them to take charge of their own learning in various environments.

ACKNOWLEDGMENTS

We would like to express our appreciation to the following educators who generously assisted us with the creation of the professional development statewide training products (manual and videotape) entitled *A Guide for Instructors Working with Adults with Learning Disabilities in Adult Education Programs.*

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UNIT I

OBJECTIVES

After completing this unit, the instructor will be able to:

- **Identify common characteristics of learning disabilities, particularly in adults.**
- **Describe the heterogeneous nature of learning disabilities.**
- **Discuss the prevalence of adults with learning disabilities in adult education programs.**

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GENERAL CHARACTERISTICS

Adults who enroll in adult education programs may present special learning needs. They bring a history of past difficulties, failure experiences, and present frustrations that may cause them to approach the classroom with great anxiety and apprehension. Some of them may be adults with learning disabilities. Therefore, understanding the characteristics of learning disabilities should provide opportunities for adult educators to better prepare for meeting the needs of all their students.

The National Joint Committee on Learning Disabilities (NJCLD) (1994), which is a committee composed of representatives of the major professional organizations concerned with learning disabilities, states that:

> Learning disabilities is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span.
>
> Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities, but do not by themselves constitute a learning disability. Although learning disabilities may occur concomitantly with other handicapping conditions (for example, sensory impairment, mental retardation, social and emotional disturbance) or with environmental influences (such as cultural differences, insufficient/inappropriate instruction, psychogenic factors), they are not the result of these conditions or influences (pp. 65-66).

A learning disability is indicated by problems taking in, storing, retrieving, or expressing information. Adults with learning disabilities are considered to have average to above average intelligence. The heterogeneity of the group indicates the uniqueness of individuals in this group. Their learning disabilities are reflected in discrepancies between ability and performance levels. Therefore, for each individual, many variations in test results will be evident. For example, an individual may demonstrate high to very high aptitude and achievement in one area, while in another area, demonstrate below average to very low performance.

Each person's specific learning disabilities are varied. Therefore, caution is given as you read throughout this manual about the generalities of learning disabilities. Many of the adults with learning disabilities that you may encounter will not have all or even the same difficulties discussed. For example, one individual may have specific problems in areas of reading, whereas others may excel in reading and have specific problems in reasoning and math areas. Attention and processing disorders are symptomatic problems for many adults with learning disabilities, but not for all.

PREVALENCE

There is growing evidence that learning disabilities in adults present widespread problems. Estimates of the number of adults with learning disabilities vary based on reporting agencies. Recently, estimates have ranged from less than 10% to more than 80% in specific segments of the population, including various formal and informal educational and workplace training environments (Ryan & Price, 1993; Vogel & Reder, 1998). According to Henderson (1995), more than nine percent of freshmen attending two and four-year colleges and universities

self-report having disabilities. Among those students reporting a disability, one in three (32%) report having a learning disability. Fifty-four percent of those students with a learning disability attend community colleges, compared to 11.8% of them attending a four-year college or university. More specifically, adult basic education directors have estimated that more than 50% of students in their programs are suspected of having a learning disability (Ryan & Price, 1993).

SPECIFIC FACTORS RELATED TO ADULTS WITH LEARNING DISABILITIES

Adults with learning disabilities exhibit a variety of learning and behavioral traits, and no individual will display all of them. Following are some common characteristics of adults with learning disabilities.

ORAL LANGUAGE

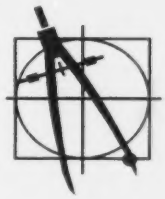
- Difficulty with higher order conceptual/linguistic tasks (e.g., comprehension problems, forming concepts)
- Often have difficulty with semantics (They may not realize when an individual is teasing, exaggerating, joking, or using figurative language.)
- Difficulty perceiving sounds or syllables within words in the correct sequence
- Smaller than average vocabularies
- Difficulty learning a foreign language
- Word retrieval problems

- Poor organization of thoughts
- Difficulty comprehending oral language presented at a rapid speed
- Difficulty pronouncing multisyllabic words

WRITTEN LANGUAGE

- Problems with written communication due to handwriting, spelling, grammar, and organization
- Poor penmanship, especially cursive
- Difficulty in overall organization and development of ideas
- Missing inflectional endings, such as /s/ for plural and /ed/ for past tense
- Difficulty learning the rules of capitalization and punctuation
- Written products tend to be short

MATHEMATICS



- Difficulty with arithmetic and computational skills
- Number and symbol reversals
- Difficulty recalling the sequence of steps
- Associated nonverbal disorders (e.g., difficulties in left-right, time, spatial, reading body language, directional)
- Difficulty working with word problems
- Poor reasoning skills
- Difficulty copying problems and aligning them correctly in columns
- Difficulty in quantitative thinking

READING

- Difficulty decoding unfamiliar words
- Difficulty with basic word-recognition skills
- Inaccurate decoding skills
- Slow, labored reading
- Do not read for pleasure
- Poor comprehension and retention of readings
- Difficulty understanding what is read when reading aloud
- Difficulty understanding sentences with complex syntax (e.g., double negatives)
- Extreme difficulty recognizing letters and words and interpreting information presented in print form (dyslexia)

STUDY SKILLS

- Poor test-taking strategies
- Difficulty in memorizing and self-rehearsal strategies
- Difficulty using reference materials (e.g., dictionary, thesaurus)
- Poor time management

ATTENTIONAL DIFFICULTIES

- Difficulty concentrating in noisy environments
- Difficulty filtering out extraneous noise
- Move around and start to do other things during conversation
- Shift from one task to another without completion of job
- Impulsive

- Deficits in attention interfere with individual's ability to focus and concentrate on new tasks

PERCEPTUAL

- Difficulty with spatial relationships, directionality, and time
- Difficulty with mechanical assemblies (e.g., putting things together)
- Problems with auditory or visual information
- Difficulty organizing materials and thoughts
- Experience figure-ground distortions

MEMORY

- Deficits in short-term or working memory
- Difficulty retrieving previously learned material
- Difficulty translating sensory input into some representational form for storage

PSYCHOLOGICAL

- Feelings of inadequacy because of frustration from history of failure
- Low self-concept
- Depression
- Lack of confidence
- Poor interpersonal skills
- Difficulty initiating effort
- Difficulty taking responsibility for efforts and lack thereof
- High external locus of control (attribute success and failure to events outside of their control)

VOCATIONAL

- Unemployment
- Underemployment
- Frequent job changes
- Difficulties following directions
- Lack of interviewing skills
- Lack of career options
- Often seek jobs that accent weaknesses

SOME BEHAVIORS TO LOOK FOR THAT MIGHT INDICATE LEARNING DISABILITIES IN ADULTS IN ADULT EDUCATION PROGRAMS

____ Individual does not understand reading material until it is read to him/her

____ Individual spends a lot of time on assignments, but accomplishes very little

____ Individual often loses place when reading

____ Adult responds "I don't know" when asked to explain answers

____Frequent calculation errors

____ Adult refuses or avoids reading aloud

____ Individual often comments that assignments are "stupid" or "don't make sense," particularly when reading charts and graphs

____ Performs assignments carelessly

____ Often make inappropriate comments

____ Inappropriate resolution to conflict

____ Poor use of capitalization and punctuation

____ Incorrect use of verb tense in writing

____ Adult uses only broad meanings for words

____ Individual has to be frequently reminded of multi-step activities

____ Individual asks you to spell or define an unfamiliar word instead of using a dictionary or thesaurus

____ Adult often asks you to repeat what you said

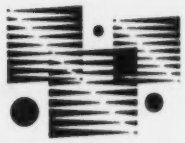
____ Individual frequently misplaces working materials

____ Working materials are often disorganized

____ Individual is easily distracted by other activities in the room

____ Individual often loses track of assignments

____ Individual relies on visuals to comprehend written material



CHECK YOUR UNDERSTANDING

Please respond to the following questions.

1. Adults with learning disabilities:

   A. are easy to identify.
   B. have the same learning characteristics.
   C. have average to above average intelligence.
   D. excel in all academic areas.

2. In 1995, what percentage of freshmen with disabilities reported that they had a disability?

   A. More than 54%
   B. More than 9%
   C. Less than 32%
   D. At least 80%

3. Adult Basic Education Directors estimate that more than _____ of students in their programs have learning disabilities.

   A. 50%
   B. 10%
   C. 32%
   D. 80%

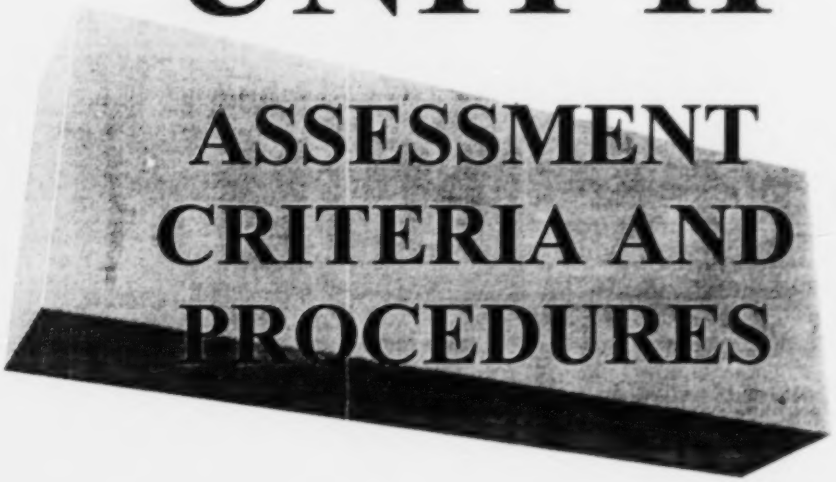
4. Evidence of learning disabilities are reflected:

   A. during student initial orientation.
   B. in the student's description of a learning assignment or activity.
   C. in how well a student does a math problem versus a reading assignment.
   D. in discrepancies between an individual's ability and performance levels.

5. Individuals with learning disabilities have difficulty:

   A. with all memory related tasks.
   B. carrying on conversations.
   C. taking in, storing, retrieving, or expressing information.
   D. primarily with math problems.

UNIT II



OBJECTIVES

After completing this unit, the instructor will be able to:

- **Discuss the purpose of assessment.**
- **Describe the appropriate evaluators for assessment.**
- **Recognize some indicators of a learning disability.**
- **List different types of instruments that can be included in a comprehensive assessment.**
- **Make appropriate recommendations for students suspected of learning disabilities.**
- **Identify indicators of preferred learning styles.**

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OVERVIEW

You may have noticed that in the previous section estimates were given when addressing the prevalence of adults with learning disabilities. This is because many adults in adult literacy, adult basic education (ABE), general educational development (GED), and adult high school (AHS) programs may not willingly share that they were either identified with learning disabilities during their earlier school years, or they are not willing to admit that they may have difficulties learning. Therefore, an accurate number of those adults who may actually have learning disabilities is hard to pinpoint. Moreover, the numbers are suspected to be a lot higher than what is actually reported. As mentioned before, many professionals of adult education programs suspect as much as 80% of the adult students they serve may have learning disabilities or may be at high risk for having learning disabilities (Vogel & Reder, 1998).

Nevertheless, there are standard procedures for identifying adults with learning disabilities. An instructor cannot make formal diagnoses by simply recognizing some of the warnings signs related to learning disabilities. Instead, professionals who are licensed or certified to assess learning problems in adolescents and adults diagnose adult students. Such professionals could include clinical or educational psychologists, school psychologists, neuropsychologists, learning disabilities specialists, and physicians (AHEAD, 1997; Hutto, 1995).

BEST PRACTICES

The evaluator uses a battery of assessment tools to make a diagnosis. The information and documentation that establish a learning disability should be comprehensive in order to make it possible for an adult with specific learning disabilities to be appropriately served in adult education programs. In other words, assessment should not rely on any one test or subtest to determine possible learning disabilities. Evidence of a substantial limitation to learning or other major life activity (e.g., work, speaking, communication) must be provided. Assessment tools may be both formal and informal. Some of the tools may include but not be limited to an intelligence test, achievement tests, a diagnostic interview, perceptual and modality inventories, and behavior rating scales.

Observations, particularly during initial orientation and test administration, may be helpful for the adult educator to get impressions of how an adult works. This information will be valuable in designing appropriate instruction and in choosing materials to meet the individual's learning needs (LDA, 1994).

Many adult educators also use the Test of Adult Basic Education (TABE) to give indications of possible learning disabilities. This instrument is used to determine which level of test a student will need and is used for placement in the program. For example, you may notice that a student scores the following grade equivalents (GE) on the TABE subtests: Reading Comprehension 9.4, Math Computation 5.7, Math Applications 5.0, Language 10.6, and Spelling 10.6. Clearly, these scores would indicate variation in learning ability between math and reading-based skills. Based on these scores, the instructor might suspect learning difficulties with math related activities. Further analyses, however, would reveal specific patterns of difficulty.

The Learning Disabilities Training Project (1989) developed The Academic Styles Inventory (see Appendix A) that could be used as an anecdotal assessment during your initial conference with a student. This tool provides sample questions that the adult educator can ask to get an indication of an adult's previous learning history and anticipated learning needs in the adult education program.

If you believe during your initial conference, or anytime during the adult education program, that a student may benefit from special accommodations (e.g., test modifications, alternative format of written materials), you should do the following:

- Inform the student of your observations
- Ask student if he/she would like more information about his/her learning abilities
- Refer student to your campus's Office of Services for Students with Disabilities or the like thereof.

OR

- Refer student to Vocational Rehabilitation Services if your campus does not provide testing, or if testing cost is a concern.

OR

- Refer to a local agency or evaluator specifically credentialed to assess disabilities in adolescents and adults.

AND ALWAYS

- Work as a team with the student to provide a supportive learning environment that would accentuate his/her learning strengths

WORDS OF CAUTION

The adult educator must keep in mind that even though you are at the front of the line in identifying adults who may have learning difficulties, you must be careful not to assume that all learning difficulties are attributed to having a learning disability. Other possible causes could include emotional disabilities, mental disabilities, and sensory impairments (i.e., vision, hearing) (Hutto, 1995). An important factor to remember is that some adults may be unwilling to submit to testing or evaluation as a result of fear of being labeled, or past experiences with psychological profiling.

When making early assumptions about a student's abilities, it is also important to remember that formal diagnosis can be a barrier to some of the adults in your program, due to the expense of the evaluation. Additionally, many adults are unaware that such evaluation is available. Even if they know that evaluation is available, they may not be familiar with the procedures to get evaluated. Another barrier could be their limited knowledge of available resources that might provide financial assistance for them to be formally diagnosed.

Keeping this in mind, the primary objective of assessment is to determine how a person learns and how instruction can be tailored to meet individual learning needs (LDA, 1994). Regardless of the formal diagnosis, it is the present that you as an adult educator must deal with in providing the most appropriate education program for each of your students. Take heed in knowing that there are preferred best practices in determining which adults will need special accommodations for their specific learning disabilities. Also know that as an experienced adult educator, you will make good professional decisions to enhance your learning environment that would benefit **ANY STUDENT** who exhibits difficulties acquiring, storing, or remembering information for later use.

INFORMAL ASSESSMENT OF LEARNING PREFERENCES

The adult education programs are comprised of a diverse group of learners. Each of the learners uses his senses differently to learn, store, remember and recall information. As an adult educator, you have preferred ways in which you communicate, perceive reality, and relate to others. Most effective learning and communication occur when the learning style of the student and the teaching style of the instructor match. Assessing your students' preferred learning modalities (e.g., visual, auditory, kinesthetic, multi-sensory) can be accomplished during the initial conference or by observing and paying attention to how your students work and describe their methods of completing learning assignments. Listen for words or phrases like: "I SEE WHAT YOU'RE SAYING; I GET A FEEL FOR WHAT YOU'RE TALKING ABOUT; I LIKE TO DRAW IT OUT FIRST, THEN EXPLAIN IT TO YOU." Paying attention to how your students describe their learning can help you plan learning activities that accent the learning modes that are most relevant to them.

On the following page are some characteristics of preferred learning styles that might be useful in adjusting the way you present material in order to capture the learning potential of a diverse group of students in your classrooms.

CHARACTERISTICS OF PREFERRED LEARNING STYLES

VISUAL	AUDITORY	KINESTHETIC
Observes rather than talks or acts	Enjoys talking	In motion most of the time
Memorizes by seeing graphics & pictures	Memorizes steps in a sequence	Likes to solve problems by physically working
Finds verbal instructions difficult	Easily distracted by noises	Will try new things
Meticulous, neat in appearance	Has more difficulty with written directions	Enjoys doing activities
Likes to read	Likes to be read to	Reading is not a priority
Uses advance planning	Enjoys listening activities	Likes to touch people when talking to them
Notices details	Talks to self aloud	Uses hands while talking

(Adapted from Elders, C. (1993). Learning styles: Helping every student achieve maximum potential. Nashville, TN: Innovative Publications).

CHECK YOUR UNDERSTANDING

Please respond to the following questions.

1. Students in the adult education programs:

   A. are usually willing to reveal that they have learning disabilities.
   B. may never share that they have or suspect of having a learning disability.
   C. are helpful in getting accurate numbers of adults with learning disabilities in the adult education programs.
   D. can be diagnosed by any instructor in the adult education programs.

2. What might a comprehensive assessment for learning disabilities include?

   _____
   _____
   _____

3. If you suspect that a student in your program has a learning disability, you should:

   A. tell the student she has a learning disability and explain appropriate accommodations.
   B. inform the student of your suspicions and offer access to additional information.
   C. keep your suspicions to yourself in order to avoid hurting the student's feelings.
   D. ask that the student be placed in another setting.

4. Many instructors observe a student over a period of time before making definite decisions about her learning needs. Write at least three things you might do as you observe a student's performance.

   _____
   _____
   _____
   _____

5. A student who prefers explaining an assignment instead of actually writing the assignment, or who enjoys expressing herself verbally, might be identified as _____ learner.

   A. a multi-sensory
   B. an auditory
   C. a visual
   D. a kinesthetic

UNIT III

OBJECTIVES

After completing this unit, the instructor will be able to:

- **Discuss teaching strategies for reading and language skills.**
- **Describe graphic organizers that are used to enhance reading comprehension.**
- **Identify appropriate adaptations to curriculum in major basic skill areas.**
- **Describe metacognition and its importance in learning for adults with learning disabilities.**

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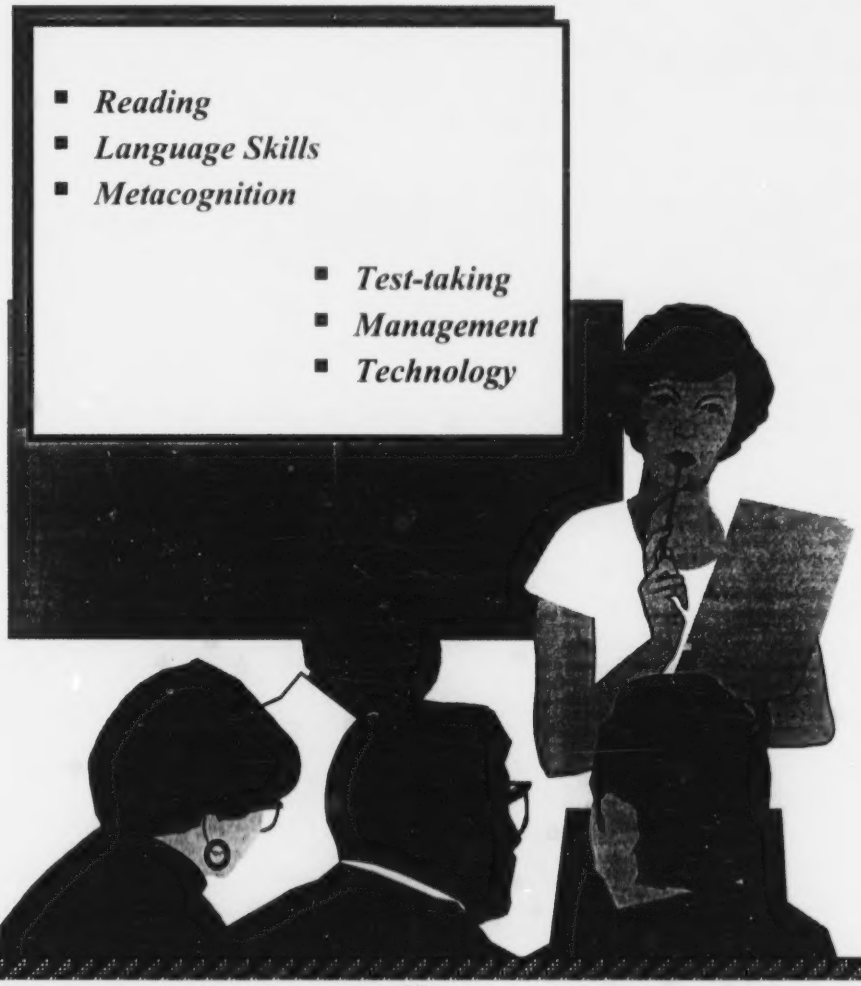
- **Describe test-taking strategies.**
- **Discuss factors that improve classroom and behavior management.**
- **Define assistive technology.**
- **Identify various types of assistive technology that compensate for areas of difficulty for individuals with learning disabilities.**



READING AND LANGUAGE

This unit will provide examples of instructional strategies that can be used to enhance learning for adults who are experiencing difficulty, and to encourage their active and independent involvement in their own learning.

Methods and materials intended for adult education students with no or few reading problems can be successfully adapted for adults with learning disabilities.

ADAPTATIONS might include the following:

- Increasing the amount of repetition
- Providing more examples or activities
- Offering more review
- Introducing the work more slowly
- Expanding the background information
- Providing more work on vocabulary development

AND

- choosing a variety of materials

Many experienced adult educators use a variety of approaches to improve the students' reading abilities in their classrooms. Most emphasize the importance of getting to know their students and making adjustments based on each individual's unique needs. Others emphasize the need for many adults with learning disabilities to have repeated exposure to a technique before they become proficient in its use. So don't be in a hurry! Some of the techniques that will be discussed might be very simple and quickly implemented, whereas others will be more elaborate and require additional time to prepare and incorporate into your lessons. Nevertheless, these techniques can make a major difference in how students respond, specifically to written materials, which is a primary format for the learning materials in the adult education programs.

VISUAL IMAGERY

Many students with learning disabilities improve comprehension with the systematic use of creating visual images of their reading materials. Students are instructed to close their eyes, think of the scene they are reading, identify key aspects of understanding the story, and create an image that includes those aspects.

The use of visual imagery can also be mulitsensory in its approach. This includes teaching students to draw images as they read in order to anchor their thoughts and to use the drawing as a visual reminder as they review what they have read. This technique may take more time, but can be very helpful for those adults with limited language skills and memory deficits.

SEMANTIC MAPPING, STORY MAPPING AND WORD WEBS

This is another visually based technique for improving comprehension, which can be used in a variety of ways with an individual student or a large group. In these exercises, students are presented with graphs, charts, or pictures and either complete them with you as they read through passages, or complete them on their own by reading the material and filling in the provided blanks in the chart. You can create worksheets that students use to implement these techniques, or you can create the graphics on the students' papers as you assist them in their reading.

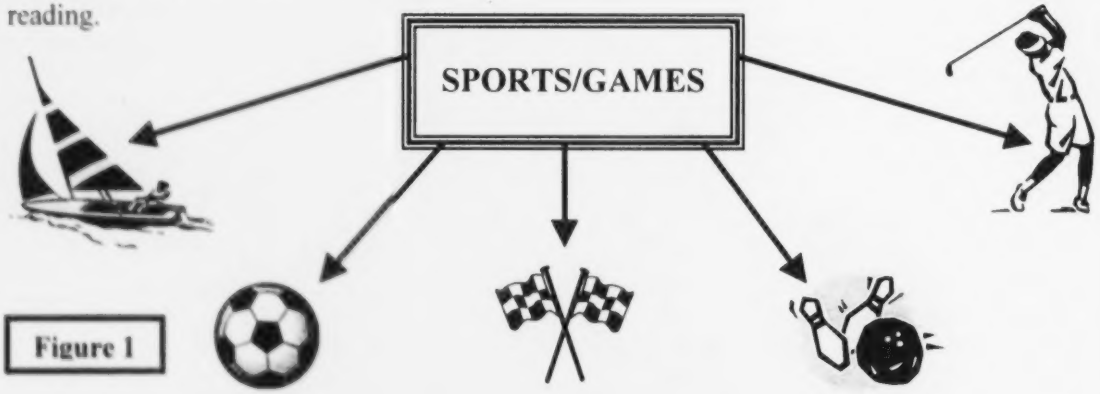
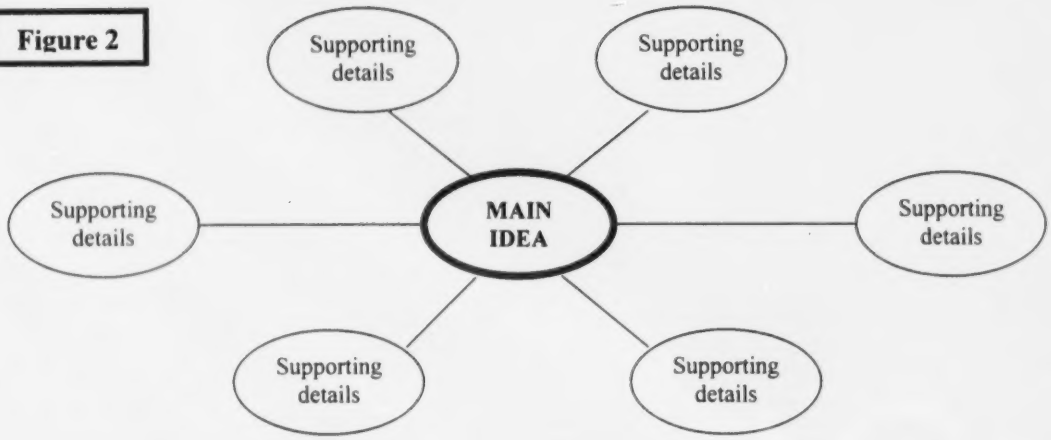


Figure 1

Figure 2



For example, in a modified semantic mapping exercise, after reading a passage, have the student choose a word that is the main idea of the reading. That word is placed in the center of the map. Then have the student brainstorm other words or details that are related to the keyword, and list them. As the words are listed, examine them in order to identify categories, and arrange the categories in order to group them around the main idea. The categories, terms, and concepts on the map are then discussed (Bender, 1998). Figures 1 & 2 provide examples of a semantic map and word web. For elaboration on the use of semantic mapping, refer to Scanlon, Duran, Reyes, and Gallego, 1992.

ADVANCE ORGANIZERS TECHNIQUES

These techniques may increase reading comprehension and oral reading performance. One strategy that can be applicable to any story is a technique called **TELLS Fact or Fiction** (Idol-Maestas, 1985). In this strategy, each letter cues the student to perform a task.

- **T** Indicates study the **Title**
- **E** Means **Examine** the pages for clues on the overall topic
- **L** Means **Look** for important information
- **L** Means **Look** for hard words
- **S** Means to think of the **Settings**

Fact or Fiction – Means to decide if the story is fact or fiction.

OTHER TECHNIQUES AND STRATEGIES

- ***PARAPHRASING***

  In this strategy students learn to put passages into their own words. They use a mnemonic **RAP** to remind them to **Read, Ask** themselves the main idea and two supportive details, and **Put** the text in their own words (Deshler, Ellis, & Lenz, 1996).

- ***MINIMIZE*** amount of material to read at one time. It may be helpful to enlarge print size for ease of reading.

- ***HIGHLIGHT*** important words or main ideas in text.

- ***ORGANIZATIONAL PATTERNS OF PASSAGES*** are important for adults with reading disabilities to understand. Teaching them that main ideas often occur in the first sentence of a paragraph helps them locate and identify main ideas more efficiently. Additionally, focusing their attention on the graphics, charts, and tables used in text can help them understand the important ideas of the writer.

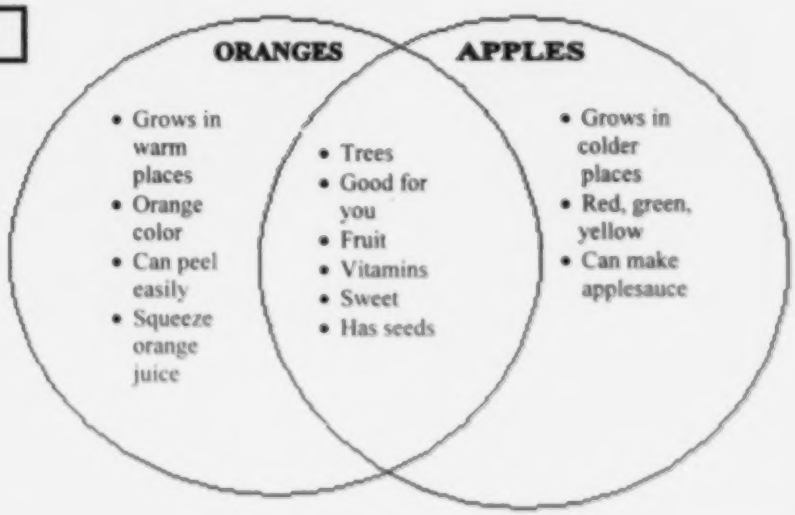
WRITING

Adults with learning disabilities who find writing tasks challenging must be provided adequate structure by the adult educator to help them carry out a writing assignment. A variety of writing strategies can help students get ideas for writing, share their ideas on paper, use interesting and descriptive vocabulary, and make the writing purposeful (Martin & Manno, 1995; Mastropieri & Scruggs, 1994; Harris & Graham, 1992, cited in Lerner, 1997). This becomes extremely important for adults in the ABE, GED and AHS programs.

GRAPHIC ORGANIZERS

Graphic organizers can help students generate and organize ideas as they prepare for a writing assignment. The Venn diagram is one graphic organizer that is useful for preparing for a "compare and contrast" assignment. For example, Figure 3 displays a comparison of two types of plant life. Descriptors of apples have been placed in one circle, while the characteristics of oranges are in another circle. The common characteristics of the two are in the intersecting part of the two circles.

Figure 3



MAKE WRITING A SOCIAL EVENT

The purpose of writing is inherently to communicate to others.

When appropriate in your setting:

- Have students work together to plan and produce work.
- Use peer editors to revise each others work.
- Have "free-writing" activities in which students are given a time limit to write on a topic without penalty of mechanical errors. Do this until the adults initially

feel comfortable with written assignments. Too frequently, students with learning disabilities get bogged down with the mechanics of writing and fail to complete the task.

USE TAPE RECORDING OR COMPUTERS

Use with specialized software (e.g., voiced word processing programs, desktop publishing programs, e-mail). Computer software may help generate ideas, while taping can record spoken words that can be translated to written form later.

DIAGLOGUE JOURNALING

This method emphasizes that writing is meant to be read, not corrected. This technique provides an opportunity for the student to understand that writing is a way to deliver a message that's not related to a writing assignment. You can encourage students to write you messages about their learning, and you respond back on a daily basis. Another effective use of dialogue journaling is pairing students with similar interests to write each other.

USE SENTENCE STRIPS OR INDEX CARDS

Sentence strips or index cards can be used to organize parts of speech or sentences that students put together to make sense. Once they structure the sentences correctly, have them write the sentences.

MAKE WRITING ASSIGNMENTS RELEVANT AND PERSONAL

It's important to personalize materials by using students' names and other personal information in writing assignments. Also emphasize the importance of written

communication in everyday life by having students write letters to you, family members, companies, or by using e-mail.

THEMES AND REPORTS

TOWER (Deshler, Ellis, Lenz, 1996) is a mnemonic that provides structure to writing reports or theme papers. In the adult education programs, students might not do a lot of report writing, but this strategy can also be used for writing essays. The letters stand for:

- **T** **Think** about content (i.e., title, major subtopics, and details)
- **O** **Order** topics and details
- **W** **Write** the rough draft
- **E** Look for **errors (use COPS/ see below)**
- **R** **Revise/Rewrite**

Prior to writing, encourage students to fill in a form with the topic at the top and the supporting details organized by subtopics. Some of your students might benefit from the use of the **Semantic Maps** or **Word Webs** before drafting a theme paper.

In conjunction with writing theme papers or reports, it would prove helpful to use the mnemonic **COPS** (Schumaker, Nolan, & Deshler, 1985), which cues students to detect four kinds of common mechanical errors: capitalization, overall appearance, punctuation, and spelling. This is a technique that can be used daily. You can instruct your students to make sure their work has been **COPS**ed before being accepted for grading. Students are instructed to ask the following questions and look for errors:

- **C** Have I **capitalized** the first word and proper nouns?
- **O** How is the **overall** appearance? (Look at spacing, legibility, indentation of paragraphs, neatness, and complete sentences.)
- **P** Have I correctly used commas, semicolons, and end **punctuation**?
- **S** Have I **spelled** all the words correctly?

MATHEMATICS

The term dyscalculia is a medically oriented word that describes a severe disability in learning and using mathematics. Many of the adults in your program may show struggles with basic math concepts. Instruction in learning strategies is an approach that can help adults with mathematics disabilities acquire strategies for independent use of math in their daily lives.

ALLOW USE OF GRAPH PAPER

You might find through error analysis of students' work, that some of the errors occur because of poor alignment. The use of graph paper will help them align numbers in correct columns, provided they know place value. Turning standard notebook paper sideways will also accomplish this. The lines function as columns enabling students to align place values.

USE FACT SHEETS OR CHARTS

Some students have great difficulty remembering basic facts that get in the way of carrying out math operations. Fact sheets or charts can help compensate for that loss.

USE TALKING CALCULATORS

Talking calculators which use speech synthesis to speak numbers, signs, or operations, help students who benefit from auditory input by decreasing the number of errors that might normally occur with the use of standard calculators. This is particularly helpful for the adults in your program who demonstrate visual perception problems.

PROVIDE EXPLICIT INSTRUCTIONS

This involves providing students with a rationale for learning specific skills and discussing how and when the skills can be used. Explicit instruction requires step-by-step instruction for teaching the math content.

TEACH AT APPROPRIATE LEVELS OF UNDERSTANDING

Often math is taught in an abstract format (use of written numbers). It is important to present math activities in three different formats, regardless of level of math skill, when students demonstrate problems.

The three representational levels of math are:

CONCRETE: These are hands on activities that involve the use of manipulatives. These are things that can actually be touched, counted, and moved.

REPRESENTATIONAL: These are pictures or symbols of items representing quantities that resemble actual objects, but you are not able to manipulate them.

ABSTRACT: These are the actual numerals, which represent a quantity.

0, 1, 23, 66, 100, 7.9

It's important to keep in mind that concrete and representational activities should be appropriate for adult learners. Pictures of toys and similar pictorial representations that are common in lower level math books intended for children are often humiliating to sensitive adult learners.

USE MNEMONIC DEVICES

Mnemonic techniques are systematic procedures for enhancing learning and memory (Deshler, et al., 1996). Acronyms are the most familiar type of mnemonic device in math. An acronym is a word formed from the first letters of words. In math, mnemonics are most often used in remembering steps involved in solving a problem. One mnemonic device that helps students who are transitioning from the representational level to the abstract level with a particular math skill is:

See the sign
Observe and answer (if unable to answer, keep going)
Look and draw
Verify your answer
Enter your answer (Miller & Mercer, 1993)

Two strategies for interpreting word problems are:

Survey question
Identify key words and labels
Graphically draw problem
Note type of operation(s) needed
Solve and check problem (Watanabe, 1991)

Read the problem correctly
Identify the relevant information
Determine the operations and unit for expressing the answer
Enter the correct numbers and calculate and check the answer
(Mercer & Mercer, 1998).

USE GRADUATED WORD PROBLEMS

Students with learning disabilities have difficulty selecting relevant information and determining the correct mathematical operations to solve the problem. Graduated word problems involve presenting the word problems, initially with very few words. As students demonstrate competency in solving problems, more text is presented in time (Deshler, et al., 1996).

For example:

25 students	13 students in one room
+15 students	+8 students in another room
students	students altogether

Mr. Basso had 12 puppies.
He gave away 8 of them
He has ____ left.

Margaret rented 5 videos from Blockbuster. She was only able to watch 3 of them. How many more does she have to watch?

Virginia had 12 sheets of paper. Andrew came in late with 2 other people. Virginia gave Rosetta 5 sheets of paper. How many sheets of paper does Virginia have left?

Clara ordered twenty-nine vertical blinds for her home. Her sister Paula is taking off work today. Only twelve of the blinds Clara ordered have come in. How many blinds still need to be sent to Clara?

EXAMS

Many adults with learning disabilities have anxiety related to testing that is unrelated to environmental events. For example, many reflect on poor test and academic performance from previous years (cumulative deficit) and become uncomfortable with even the mention of an exam. This is an understandable response because no one wants to be reminded repeatedly of something he or she can't do well. So, even though you as an instructor have provided a supportive educational environment that has allowed your students to do well in demonstrating competencies, some students may still panic during testing time. **That is why it is imperative to advise any students that you suspect of having learning disabilities to seek a professional evaluation for possible documentation of appropriate testing accommodations.**

Also, many individuals with learning disabilities are not **TESTWISE**.

They may do poorly on exams because of the following:

- They often tend to the wrong part of directions on a test.
- They get misled by irrelevant and distracting information.
- They may not be persistent in searching for information.
- They, too often, do not read all options in a multiple-choice question before selecting their answer.
- They have difficulty dealing with the format.
- They have problems reading a question and options on one page and marking the answer on a separate "bubble sheet."
- They do not use time wisely (e.g., do not start right away, skip over hard questions).

OR

- They do not attempt to answer all the questions (Deshler, et al., 1996).

Keeping these behaviors in mind, as students complete competencies and you prepare them for taking the appropriate exams, you should teach some specific strategies that can enhance their test taking skills.

OBJECTIVE TESTS

Since the major format for taking the TABE, GED, and AHS exams is multiple choice, it would be helpful if students who do poorly on exams had an opportunity to practice testing skills along with competency skills when preparing for the finals.

SCORER is one technique that involves paying attention to clue words, omitting difficult questions, and carefully following directions (Deshler, et al., 1996). The mnemonic stands for:

Schedule your time
Clue words
Omit difficult questions
Read carefully
Estimate your answers
Review your work

OTHER TECHNIQUES

- ***RESPOND ON SAME SHEET OF PAPER***

  Many students benefit from simple reminders or changes in presentation format of tests.

  For example:

  Allow students to respond on the same sheet as questions appear. Students with visual perception problems may lose their place when reading from one piece of paper and responding on a different sheet of paper.

- ***HAVE ANOTHER PERSON RECORD RESPONSES***

Due to problems similar to those as mentioned on page 32, students sometimes benefit from being able to say their responses aloud to a person who has been cleared to record his/her responses.

- ***TAKE ONE SUBJECT AREA AT A TIME***

Due to inability to concentrate over long periods of time or extreme anxiety, many of the adults in your class might benefit from taking one exam at a time, instead of all at once. This would particularly impact those adults in the GED programs, since there are time restrictions on how often exams can be repeated.

- ***ENCOURAGE A STRONG INTERNAL LOCUS OF CONTROL***

Many individuals with learning disabilities often attribute successes and failures to factors outside their control. As students prepare for the appropriate exams, it is important to practice shaping their thoughts to the progress that has truly been gained by their own efforts.

For example:

- Have them practice saying out loud how well they did on assignments because they really paid attention or remembered the steps well.
- Have them acknowledge that they did poorly on assignments because they didn't study or didn't use their learned strategies completely.
- Encourage them to celebrate their successes because they practiced and studied hard.

MAINTAINING A STRONG INTERNAL LOCUS OF CONTROL IS A MINDSET!

METACOGNITIVE STRATEGIES

"Metacognition is the ability to plan, self-question, and monitor performance related tasks" (Mercer, 1997, p. 366). In simpler terms, metacognition means thinking about thinking, or using inner language to plan a learning or thinking activity (Bender, 1998). Many individuals with learning disabilities often do not self-monitor or check how they are doing on different aspects of assignments. For example, you may have noticed that some of the adults in your program are able to read any given passage fairly well. However, when they are asked to convey the main idea and specific details, they may be at a loss. In essence, they call out the words, either silently or aloud, without paying much attention to what the passage is about. Consequently, many individuals with learning disabilities are referred to as **passive learners** due to their lack of effective monitoring of what they are doing.

More mature readers, on the other hand, consciously monitor what they read. As they read, they predict what the passage is about, and when it does not follow what is expected, they might slow the reading pace, reread for clarity, or read aloud to better understand what they are reading. This is **engaged learning:** thinking about what they are reading and learning.

Students who are not cognitively and/or emotionally involved with their learning tasks are more likely to be off-task and demonstrate problems in memory and attention skills that facilitate learning (Bender, 1998). Therefore, an array of **learning strategies** that emphasize metacognitive skills has been developed to empower the learner to compete successfully in adult education programs and the world of work. The two types of metacognitive intervention strategies are those that focus on an acronym representing the steps in the strategy and those that do not.

The good news for the adults in your programs who may have learning disabilities or lack adequate follow-through to identify their own mistakes is that they can be taught a variety of

metacognitive strategies that can enhance their learning across the curriculum. This is one of the most prevalent approaches used today for adolescents and adults with learning disabilities. This is because metacognitive techniques help put the students, rather than the instructor, in control of their own learning.

MNEMONIC TECHNIQUES

As mentioned earlier, mnemonics are methods for improving memory. They are used to "recode, transform, or elaborate information by adding meaningful connections to seemingly unconnected information" (Carney, Levin, & Levin, 1993, cited in Deshler, et al., 1996, p. 221). Some of the more common techniques are acronyms, acrostics, associations, and visual imagery. Many of the techniques have been discussed in previous sections (e.g., math, reading, test taking). You've probably used many mnemonic techniques in your daily teaching, but didn't use the same word to categorize them. Following is a discussion on acronyms and acrostics.

ACRONYMS

The first letter of listed information is used to form acronyms to remember steps needed in carrying out particular tasks. Adult students in your programs probably come equipped with some first letter mnemonics of their own. Therefore, you can build from what they already know and enhance techniques in carrying out content related tasks.

Nagel, Schumaker, & Deshler (1986) created a strategy package that contains two integrated strategies, ***FIRST*** and ***LISTS.***

- ***FIRST*** helps students learn how to use acronyms and acrostics. Students learn to form a word by writing down, horizontally and in capitals, the first letters of each word in a list. They then have to decide if the letters form a recognizable word that is easy to

remember, even if it is a nonsense word. Often a list of information is not conveniently presented in an order that easily allows the student to develop an acronym. Therefore, they are taught to manipulate the lists in order to form a **First-letter mnemonic**. The letters stand for:

Form a word
Insert a letter(s)
Rearrange the letters
Shape a sentence
Try combinations

- ***LISTS*** is used along with ***FIRST*** to help students remember a list of information. The acronym stands for:

Look for clues
Investigate the items
Select a mnemonic device using ***FIRST***
Transfer the information to a card
Self-test

Examples:

- Remembering the Great Lakes: **H**uron **O**ntario **M**ichigan **E**rie **S**uperior - *HOMES*
- Remembering the names of the four spaces of a musical staff: *FACE*

ARCROSTICS

The difference between acrostics and acronyms is that acrostics use sentences to remember lists and names, whereas acronyms use a word. This is another simple technique that can be taught to assist adults with learning disabilities in remembering pertinent information. You probably remember learning this sentence in school when learning the music notes: **E**very **G**ood **B**oy **D**oes **F**ine.

Other familiar acrostic examples include:

The four steps in a division problem:

Divide	**Dirty**
Multiply	**Monkeys**
Subtract	**Smell**
Bring down	**Bad**

The order of math operations:

Parenthesis	**Please**
Exponents	**Excuse**
Multiply	**My**
Divide	**Dear**
Add	**Aunt**
Subtract	**Sally**

The order of the metric system:

K	**Kilo**	**King**
H	**Hecta**	**Henry**
D	**Deca**	**doesn't**
M	**Meter**	**milk**
D	**Deci**	**dairy**
C	**Centi**	**cows**
M	**Milli**	**Monday**

CLASSROOM AND BEHAVIOR MANAGEMENT

A well-organized instructor and classroom can have a great impact on students' academic gains and social interactions in the classroom. Adults with learning disabilities benefit from consistent and predictable environments. During the initial conference with a student, it is important to define the structural operation of the classroom and expected behaviors and outcomes to be successful in the Adult Education Program. The use of folders and filing cabinets play essential roles in keeping you and the students organized and on task.

The learning environment also needs to be flexible enough to accommodate the demands of different lessons and various groupings of learners. Although environmental changes may be limited in your setting, simple rearrangements of desks and tables might require little effort. The physical arrangements are critical to success of adults with learning disabilities who may be either susceptible to distractions or uncomfortable practicing certain skills in front of others. Therefore, it is important to design areas of the classroom where students can work near you, or away from others. Adults like to be respected and allowed to make choices that affect their learning, so it is be helpful to leave options open for seating preferences.

Sometimes too much external stimuli can frustrate a student to the point of losing control of behavior. Some things to keep in mind include:

- Keeping the room organized and clutter free
- Minimizing visual stimuli
- Allowing students to wear headphones to block out noise
- Consistently emphasizing the partnership of learning between you and the student

ASSISTIVE TECHNOLOGY

The quality of learning of adults with learning disabilities can be enhanced in the adult education programs by the use of assistive technology. As defined by the Technology-Related Assistance Act of 1988 (Tech Act), P.L.100-407, assistive technology is any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities. Appropriate technology can range from what is commonly called "low tech," like tape recorders, to sophisticated "high tech" electronics, like computers (Riviere, 1996).

You might be surprised as you survey the sampling of tools and technologies listed below, that many are relatively inexpensive and can be easily incorporated into your programs.

ORGANIZATION, MEMORY, TIME MANAGEMENT, STAYING ON TASK

• Highlighters	• Index cards
• Graph paper	• Timers
• Headphones or earplugs to shut out distractions	• Tape recorders
• Daily planners	• Personal electronic organizers

AUDITORY/LISTENING

• Books on tape	• Variable speech control tape-recorder for controlling rate of playing back audiotaped material
• Pressure-sensitive paper, which is carbonless paper that can be used for sharing notes	• Portable electronic spell checkers with speech capability

VISUAL PROCESSING

• Tape recorded directions or passages	• Large print written materials
• Books on disc	• Videotapes

MATH

• Color coding for maintaining columns	• Calculators (also talking calculators)
• On-screen computer calculator programs with speech synthesis	• Big number buttons and large keypads

READING

• Optical character recognition (OCR) system, which scans and converts written text into computer documents that can be read by a speech synthesis/screen review system	• Books on tape
• Tape recorders for recording messages and directions	• Software programs with speech synthesis

WRITTEN LANGUAGE

• Word processors	• Tape recorders
• Pressure-sensitive paper	• Pre-writing and writing software
• Speech synthesis or talking processors	• Speech recognition software

CHECK YOUR UNDERSTANDING

Please respond to the following questions.

1. _____ is the ability to plan and monitor your thinking.

   A. Visual imagery
   B. Metacognition
   C. Internal locus of control
   D. Advance organizers

2. A major goal of metacognitive instruction is to:

   A. empower students to be independent learners.
   B. increase passive learning behavior.
   C. tell students what they are doing.
   D. provide great visuals that will help students remember information.

3. Mnemonics are:

   A. cute pictures that help an individual remember information.
   B. drawings that help you think.
   C. systematic methods and procedures used to enhance learning and memory.
   D. rhyming words and sentences.

4. If a student is able to demonstrate her understanding of addition with regrouping using tally marks, at what level of understanding is she currently functioning?

   A. abstract
   B. concrete
   C. representational
   D. not enough information to tell

5. Which of the following is **not** an example of assistive technology?

   A. index card used as a straight edge
   B. electronic spell checker
   C. teacher-made material with large print
   D. all are examples

UNIT IV

OBJECTIVES

After completing this unit, the instructor will be able to:

- **Identify major legislation that impacts adults with learning disabilities in the school and workplace.**
- **Describe available support services for adults with learning disabilities.**
- **Identify skills that enhance student advocacy.**

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FEDERAL MANDATES

As an adult educator, it is important that you are aware of important concepts recently addressed in the federal government related to adults with learning disabilities. An overview of three important statutes and their application to post-secondary education programs will be discussed.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

This legislation provides for both procedural and substantive protection for students with disabilities, ages birth to 21. The major tenets of IDEA are that all school-age students with disabilities be provided a free appropriate public education in the least restrictive environment. All students identified with disabilities can be provided special education services. Each student's educational program is individualized as documented by the development of an individualized education program (IEP). Students with disabilities and their families are provided procedural safeguards to ensure enforcement of IDEA. The requirements under IDEA generally have little application to post-secondary education programs (Vogel & Reder, 1998).

SECTION 504 OF THE REHABILITATION ACT

Section 504 of the Rehabilitation Act of 1973 is the basic civil rights provision that has created access to post-secondary education for "qualified" individuals with disabilities. It mandates that programs receiving federal assistance may not discriminate on the basis of disability. In order to be protected, an individual must:

- Have a substantial impairment to one of the major life activities (e.g., walking, seeing, learning, speaking, working)

- Have a record of such an impairment,

OR

- Be regarded as having such an impairment.

All post-secondary education programs, including community colleges, must be free from discrimination in recruitment, admissions, and treatment of students. Reasonable accommodations in academic programs must be made to insure maximum participation by all students with disabilities. With all this being said, Section 504 does not require that colleges and universities provide special education programs for students with disabilities, like IDEA does. However, any colleges and universities receiving federal funds must demonstrate compliance (Rothstein, 1993; Smith, et al., 1997; Vogel & Reder, 1998).

Some suggestions for accommodations include:

Tape-recorded lectures	Copies of instructors' lecture notes
Reduced course loads without losing full-time student status	Use of calculators
Extra time on exams	Alternatives to computer-scored sheets
Priority registration	Proofreaders for grammar and punctuation

AMERICANS WITH DISABILITIES ACT (ADA)

The Americans with Disabilities Act of 1990 was passed because most services, programs, and employers were not covered by the Rehabilitation Act. Community colleges were already subject to the Rehabilitation Act. Therefore, the ADA adds little substantively to what community colleges are required to do (Rothstein, 1993; Vogel & Reder, 1998).

There are three primary sections of the ADA relevant to adult students with learning disabilities in your programs:

- Title I applies to employers with 15 or more employees.
- Title II applies to state and local government agencies.
- Title III applies to private providers of public accommodations.

The one provision that probably has the greatest impact on adults with learning disabilities in your programs is Section 309 that provides that parties offering examinations or courses relating to post-secondary education, professional, or trade purposes must offer alternative arrangements. Additionally, standardized test services and licensing boards must offer testing and certification options to adults with learning disabilities in an accessible manner (Rothstein, 1993; Vogel & Reder, 1998).

You must be thinking by now that many adults in the adult education programs whom you suspect of having a learning disability MUST BE INFORMED of these legal mandates that are targeted specifically for them!

ADULT SERVICES

Even though the Rehabilitation Act and the ADA do not require that colleges and universities provide substantive programming, like special education services, many colleges and universities are in compliance with the legislation by providing support services for adults with disabilities on their campuses. Many have an office that is specifically designed to assist students with disabilities, often called the Office of Disabled Student Services. The services vary in these offices. Some are more comprehensive than others. However, most often, these offices act as a centralized location on campuses that house students' documentation of specific disabilities, coordinate minimal accommodations, advise faculty of appropriate accommodations, and advocate for students' rights (Vogel, 1993).

Some colleges and universities provide educational and psychological assessment services. Some also provide program services and classes specifically designed for students with learning disabilities. Whatever services are provided, it is in the best interest of any student suspected of having learning disabilities to take advantage of the available services.

EMPOWERING STUDENTS TO SEEK ASSISTANCE

It has been mentioned earlier in this manual, that during your initial conference with a student you might suspect or learn that a student has learning disabilities, and at that time, he/she should be informed of available services. This point is worth emphasizing again because many "adults with learning disabilities need assistance to plan ahead for their entrance into the job market upon completion of their education. They need to know (1) how their specific learning disability impact their needs in the work place, and (2) how to speak about the learning disability with an employer" (Hutto, 1995, p. 2). Sometimes knowing where to go to get support in learning these skills can be a life-changing event for many adults.

According to the National Information Center for Children and Youth with Disabilities (NICHY) (1993), the following are four fundamental skills that will serve individuals with disabilities in a variety of adult situations throughout life:

- The ability to assess themselves, including their skills and abilities, and the needs associated with their disability;
- Awareness of the accommodations they need because of their disability;
- Knowledge of their civil rights to these accommodations through legislation such as the Americans with Disabilities Act (ADA and Section 504 of the Rehabilitation Act of 1973; and
- The self-advocacy skills necessary to express their needs in the workplace, in educational institutions, and community settings (p. 10).

CHECK YOUR UNDERSTANDING

Please respond to the following questions.

1. IDEA is legislation that addresses the needs of students with disabilities:

   A. who attend elementary and secondary school.
   B. who attend two-year colleges only.
   C. who are seeking employment.
   D. who attend any college or university.

2. ADA stands for:

   A. Accepting Disabilities with Admiration.
   B. Avoiding Disabilities in America.
   C. Americans with Disabilities Act.
   D. Acting on Disabilities Amendment.

3. Section 309 of the ADA provides:

   A. alternative testing arrangements for individuals with disabilities.
   B. exemption from testing for individuals with disabilities.
   C. exemption of standardized test services from testing accommodations for people with disabilities.
   D. no language related to alternative testing.

4. Often _____ centralizes information and services provided at the post-secondary level for individuals with disabilities.

   A. the adult education director
   B. the instructor or administrator working with the adult with a disability
   C. Vocational Rehabilitation Services
   D. the Office of Disabled Student Services

5. Section 504 of the Rehabilitation Act requires that colleges and universities provide reasonable accommodations for people with disabilities. Which of the following would **not** be considered a reasonable accommodation?

   A. Allowing extra time on a test
   B. Paying for all leisure and recreational activities
   C. Providing students with priority registration
   D. Providing a note-taker

UNIT V

OBJECTIVES

After completing this unit, the instructor will be able to:

- **Define literacy completion points (LCPs).**
- **Discuss the importance of accurate and consistent data collection on student progress.**

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According to the Florida 1998 Workforce Development legislation, a literacy completion point (LCP) is the attainment of prescribed academic or workforce readiness skills. These skills qualify the participant in the adult education program to further basic education, vocational education or employment.

State Board Rule /SBR 6A-6.014 indicates that students' progression through the LCP will be measured using one or more of the following:

- grade level/scale score improvements measured by an approved test;
- improvement of literacy or workforce readiness skills;
- successful completion of curriculum frameworks and course performance standards;

OR

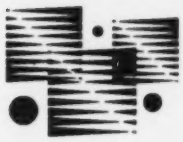
- attainment of GED or Adult High School Diploma.

TRACKING DATA

In order to monitor each student's progress of LCPs, a student tracking form is used to record the data that may be used for program reports to state and federal educational agencies that fund adult education. Each student completer folder should have an LCP verification form signed by the instructor and submitted to the appropriate administrator. In addition, each instructor should keep a log of the students who have completed an LCP.

It is imperative that you as the instructor keep accurate and consistent records. These records are particularly critical for documenting program accountability and student retention, which drive program funding.

CHECK YOUR UNDERSTANDING



Please respond to the following questions.

1. In order to monitor a student's performance in the adult education programs, it is important that an instructor:

   A. make mental notes of student progress.
   B. use a tracking form to record progress and log completion of LCPs.
   C. ask the student how he is doing on a regular basis.
   D. tell the appropriate administrator about all your successful students.

2. A student's progress in the adult education programs can be measured by:

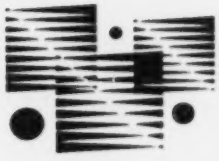
   A. improved test scores.
   B. completion of course performance standards.
   C. attaining a GED.
   D. any one of the above.

3. Describe LCPs.

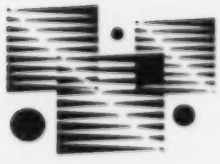
   _____

   _____

   _____



APPENDICES



Appendix A

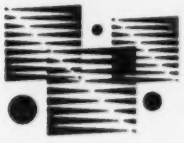
ACADEMIC ASSESSMENT INSTRUMENT FOR LITERACY STUDENTS*

Please answer the following questions as honestly as you can. This information will be used in helping you be successful. Thanks for your cooperation.

1. Do you like school?
2. Do you consider yourself a good student?
3. Have you had problems with school in the past?
4. Have you repeated a grade?
5. Have any of your family members had difficulty with school?
6. How much schooling have you had?
7. Have you found teachers and other school personnel to be helpful? Please comment.
8. How well do you think you will do in this program?
9. What would help you do well?
10. Usually, do you do as well on standardized tests as on teacher made tests?
11. Why are you enrolling in this program?
12. What are your long-range goals?
13. Academically, what are your best skills? In what areas do you think you will need help?
14. Do you consider yourself a good writer?
15. Do you have a job?
16. What kind of work do you do? Part-time? Full-time?
17. What kinds of jobs have you had?
18. What kind of job would you like to have? Please comment.

*Reprinted from LDA, 1994. Based on The Academic Styles Inventory, The Post-secondary Learning Disabilities Prime, a training manual for service providers. (1989). Cullowhee, NC: The Learning Disabilities Training Project.

Appendix B



CHECK YOUR UNDERSTANDING
ANSWER KEY

UNIT I

1. C
2. B
3. A
4. D
5. C

UNIT II

1. B
2. Informal and formal assessments. For example, an IQ test, achievement tests, a diagnostic interview, observations, modality inventories, and rating scales.
3. B
4. Take a look at TABE scores for discrepancies, cue in on learning preferences (i.e., visual, auditory, kinesthetic, mulitsensory), note whether students have obvious impairments, (e.g., vision, hearing), and ask students specific questions about their current and previous learning.
5. B

UNIT III

1. B
2. A
3. C
4. C
5. D

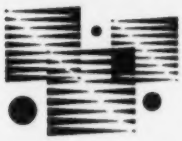
UNIT IV

1. A
2. C
3. A
4. D
5. B

UNIT V

1. B
2. D
3. LCPs refer to literacy completion points that document students' successful attainment of academic and work related skills in the adult education programs. Florida 1998 Workforce Development legislation requires that this documentation be maintained.

Appendix C



INSTRUCTOR COMPREHENSIVE ASSESSMENT

Please respond to the following:

1. **Adults with learning disabilities:**

   A. are easy to identify.
   B. have the same learning characteristics.
   C. have average to above average intelligence.
   D. excel in all academic areas.

2. **What percentage of freshmen with disabilities reported, in 1995, that they had a disability?**

   A. More than 54%
   B. More than 9%
   C. Less than 32%
   D. At least 80%

3. **Adult basic education directors estimate that more than _____ of students in their programs have learning disabilities.**

   A. 50%
   B. 10%
   C. 32%
   D. 80%

4. **Evidence of learning disabilities are reflected:**

   A. during student initial orientation.
   B. in the student's description of a learning assignment or activity.
   C. in how well a student does a math problem versus a reading assignment.
   D. in discrepancies between an individual's ability and performance levels.

5. **Individuals with learning disabilities have difficulty:**

   A. with all memory related tasks.
   B. carrying on conversations.
   C. taking in, storing, retrieving, or expressing information.
   D. primarily with math problems.

6. Students in the adult education programs:

A. are usually willing to reveal that they have learning disabilities.
B. may never share that they have or suspect of having a learning disability.
C. are helpful in getting accurate numbers of adults with learning disabilities in the adult education programs.
D. can be diagnosed by any instructor in the adult education programs.

7. What might a comprehensive assessment for learning disabilities include?

_____

_____

8. If you suspect that a student in your program has a learning disability, you should:

A. tell the student she has a learning disability and explain appropriate accommodations.
B. inform student of your suspicions and offer access to additional information.
C. keep your suspicions to yourself in order to avoid hurting the student's feelings.
D. ask that the student be placed in another setting.

9. Many instructors observe a student over a period of time before making definite decisions about her learning needs. Write at least three things you might do as you observe a student's performance.

_____

_____

10. If a student prefers explaining an assignment instead of actually writing the assignment, or who enjoys expressing herself verbally, might be identified as _____ learner.

A. a multi-sensory
B. an auditory
C. a visual
D. a kinesthetic

11. _____ is the ability to plan and monitor your thinking.

A. Visual imagery
B. Metacognition
C. Internal locus of control
D. Advance organizers

12. A major goal of metacognitive instruction is to:

A. empower students to be independent learners.
B. increase passive learning behavior.
C. tell students what they are doing.
D. provide great visuals that will help students remember information.

13. Mnemonics are:

A. cute pictures that help an individual remember information.
B. drawings that help you think.
C. systematic methods and procedures used to enhance learning and memory.
D. rhyming words and sentences.

14. If a student is able to demonstrate her understanding of addition with regrouping using tally marks, what level of understanding is she currently functioning?

A. abstract
B. concrete
C. representational
D. not enough information to tell

15. Which of the following is <u>not</u> an example of assistive technology?

A. index card used as a straight edge.
B. electronic spell checker.
C. teacher-made material with large print.
D. all are examples.

16. IDEA is legislation that addresses the needs of students with disabilities:

A. who attend elementary and secondary school.
B. who attend two-year colleges only.
C. who are seeking employment.
D. who attend any college or university.

17. ADA stands for:

A. Accepting Disabilities with Admiration.
B. Avoiding Disabilities in America.
C. Americans with Disabilities Act.
D. Acting on Disabilities Amendment.

18. Section 309 of the ADA provides:

A. alternative testing arrangements for individuals with disabilities.
B. exemption from testing for individuals with disabilities.
C. exemption of standardized test services from testing accommodations for people with disabilities.
D. no language related to alternative testing.

19. Often _____ centralizes information and services provided at the post-secondary level for individuals with disabilities.

A. the Adult Education Director
B. the instructor or administrator working with the adult with a disability
C. Vocational Rehabilitation Services
D. the Office of Services for Students with Disabilities

20. Section 504 of the Rehabilitation Act requires that colleges and universities provide reasonable accommodations for people with disabilities. Which of the following would <u>not</u> be considered a reasonable accommodation?

A. Allowing extra time on a test
B. Paying for all leisure and recreational activities
C. Providing students with priority registration
D. Providing a note-taker

21. In order to monitor a student's performance in the adult education programs, it is important that an instructor:

A. make mental notes of student progress.
B. use a tracking form to record progress and log completion of LCPs.
C. ask student how he is doing on a regular basis.
D. tell the appropriate administrator about all your successful students.

22. A student's progress in the adult education programs can be measured by:

A. improved test scores
B. completion of course performance standards
C. attaining a GED
D. any one of the above

23. Describe LCPs.

_____
_____
_____

Appendix D

INSTRUCTOR COMPREHENSIVE ASSESSMENT ANSWER KEY

1. C
2. B
3. A
4. D
5. C
6. B

7. Informal and formal assessments. For example, an IQ test, achievement tests, a diagnostic interview, observations, modality inventories, and rating scales.

8. B

9. Take a look at TABE scores for discrepancies, cue in on learning preferences (i.e., visual, auditory, kinesthetic, mulitsensory), note whether student has obvious impairments, (e.g., vision, hearing), and ask students specific questions about their current and previous learning.

10. B
11. B
12. A
13. C
14. C
15. D
16. A
17. C
18. A
19. D
20. B
21. B
22. D

23. LCPs refer to literacy completion points that document students' successful attainment of academic and work related skills in the adult education programs. Florida 1998 Workforce Development legislation requires that this documentation be maintained.

Appendix E

PROFESSIONAL ORGANIZATIONS

Association on Higher Education and Disability (AHEAD)
Box 21192
Columbus, OH 43221-0192
Telephone: 614/488-1174
Website: http://www.ahead.org

Children and Adults with Attention Deficit Disorder (CHADD)
499 NW 70th Avenue, Suite 101
Plantation, Florida 33317
Telephone: 954/587-3700; Fax: 954/587-4599
Website: http://www.chadd.org

Council for Learning Disabilities (CLD)
P.O. Box 40303
Overland Park, KS 62204
Telephone: 913/492-8755; Fax: 913/492-2546
Website: http://www.winthrop.edu/cld

Division of Learning Disabilities (DLD)
Council for Exceptional Children (CEC)
1920 Association Drive
Reston, VA 22091-1589
Telephone: 800/328-0272 or 703/620-3660; Fax: 703/264-9494
Website: http://www.cec.sped.org

International Dyslexia Association
Chester Building
8600 LaSalle Road, Suite 382
Baltimore, MD 21204
Telephone 410/296-0232

Learning Disabilities Association of America (LDA)
4156 Library Road
Pittsburgh, PA 15234
Telephone: 412/341-1515 or 412/341-8077; Fax: 412/344-0224
Website: http://www.ldanatl.org

Appendix F

INFORMATION RESOURCES

Adult Literacy and Technology Network
301 South Geneva Street, G-10
Ithaca, NY 14850
Telephone: 607/273-0634
Fax: 607/273-0840

Beacon College
105 East Main Street
Leesburg, Florida 34748
Telephone: (352) 787-7660
Fax: (352) 787-0721

(This is a college specifically designed to offer academic degree programs to students with learning disabilities.)

LD Online
WETA Washington, DC
Website: http://edap.bgsu.edu/DLD/Times151

National Center on Adult Literacy (NCAL)
University of Pennsylvania
3910 Chestnut Street
Philadelphia, PA 19104-3111
Telephone: 215/898-2100
Fax: 215/898-9804
Website: http://ncal.literacy.upenn.edu

National Center for Learning Disabilities (NCLD)
381 Park Avenue South, Suite 1420
New York NY 10016
Telephone: 212/545-7510
Website: http://www.ncld.org

National Information Center for Children & Youth with Disabilities (NICHCY)
P.O. Box 1492
Washington, DC 20013-1492
Telephone: 1/800/695-0285 (Voice/TT); 202/884-8200 (Voice/TT)
Website: http://www.nichcy.org

Recording for the Blind and Dyslexic (RFBD)
20 Roszel Road
Princeton, NJ 08540
Telephone: 1/800/221-4792 or 609/452-0606
Fax: 609/987-8116
Website: http://www.rfbd.org

The Attention Deficit Disorder Information Network, Inc. (AD-IN)
475 Hillside Avenue
Needham, MA 02194
Telephone: 617/444-5466

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Vogel, S., & Reder, S. (1998). Learning disabilities, literacy, and adult education. Baltimore: Paul H. Brookes.

Watanabe, A., (1991). The effects of a mathematical word problem solving strategy on problem solving performance by middle school students with mild disabilities. Unpublished doctoral dissertation, University of Florida, Gainesville.

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INSTRUCTOR/USER EVALUATION FORM

Quality Professional Development Project
A Guide for Instructors Working with Adults with Learning Disabilities in Adult Education Programs

■ **Please circle the number that matches your response to the following statements:**

5=Excellent; 4=Good; 3=Average; 2=Fair; 1=Poor

1. Overall rating of the products (manual and video)	5	4	3	2	1
2. Product organization and preparation (format, sequence, materials)	5	4	3	2	1
3. Instructor self-directed assessment (matched to objectives and manual's content)	5	4	3	2	1

■ **Please circle the number that matches your response to the following statements:**

5=strongly agree; 4=agree; 3=don't know; 2=disagree; 1=strongly disagree

As a result of reading A Guide for Instructors of Adults Working with Adults with Learning Disabilities,

4. I can identify characteristics of learning disabilities particularly in adults.	5	4	3	2	1
5. I can describe the heterogeneous nature of learning disabilities.	5	4	3	2	1
6. I can discuss the prevalence of adults with learning disabilities in adult education programs.	5	4	3	2	1
7. I can discuss the purpose of assessment.	5	4	3	2	1

8. I can describe the appropriate evaluators for assessment.	5	4	3	2	1
9. I can recognize some indicators of a learning disabilities.	5	4	3	2	1
10. I can list different types of instruments that can be Included in a comprehensive assessment.	5	4	3	2	1
11. I can make appropriate recommendations for students suspected of learning disabilities.	5	4	3	2	1
12. I can identify indicators of preferred learning styles.	5	4	3	2	1
13. I can discuss teaching strategies for reading and and language skills.	5	4	3	2	1
14. I can describe graphic organizers that are used to enhance reading comprehension.	5	4	3	2	1
15. I can identify appropriate adaptations to curriculum in major basic skill areas.	5	4	3	2	1
16. I can describe metacognition and its importance in learning for adults with learning disabilities.	5	4	3	2	1
17. I can identify major legislation that impacts adults with learning disabilities in the school and workplace.	5	4	3	2	1
18. I can describe available support services for adults with learning disabilities.	5	4	3	2	1
19. I can identify skills that enhance student advocacy.	5	4	3	2	1
20. I can define literacy completion points (LCPs).	5	4	3	2	1
21. I can discuss the importance of accurate and consistent data collection on student progress.	5	4	3	2	1

Having watched the videotape,

22. I thought the videotape was helpful to me as a new adult education (ABE, GED, AHS, ESOL) instructor.	5	4	3	2	1

Comments:_____

Please return your completed instructor/user evaluation form to:

Quality Professional Development Project
Florida Community College at Jacksonville
Program Development Department
940 North Main Street
Jacksonville, Florida 32202-9968

QUALITY PROFESSIONAL DEVELOPMENT PROJECT 1999

FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE
PROGRAM DEVELOPMENT